

# **WINTERBOURNE VALLEY CE VA FIRST SCHOOL**

## **SEND INFORMATION REPORT**

**The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014 :**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**The school currently provides support for the following types of Special Educational Needs and disabilities:**

- Dyslexia
- Literacy learning difficulties, such as Visual Perception difficulties
- Attachment trauma
- ADHD
- Autistic Spectrum disorder
- Speech and Language difficulties
- Social and emotional difficulties
- Delay with fine and gross motor skills

**Information about the school's Policies for identification and assessment of pupils with SEND.**

In the classroom, your child will receive learning that is appropriately levelled for them as part of the class teacher's planning. If the teacher feels that your child would benefit from extra support, they will discuss your child's needs with the SEND Leader, who may decide to provide them with some small group or individual intervention learning.

The school's SEND Policy details these procedures.

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Using information passed on from an early years setting or previous school
- Continuous assessment during lessons by class teachers
- Termly liaison meetings between individual staff and the SEND Leader

- Termly tracking of children's progress by teachers and the SEND Leader
- Termly Progress checks between the SEND Leader and teachers
- Reading and Spelling tests
- Informal progress tests
- Providing details on referrals made to outside agencies during assessments
- Parental feedback from Parent Discussions or additional contact

The SEND Leader will then consider if any additional intervention may be necessary.

If it is agreed that additional support would be beneficial, an Individual Learning Plan is drawn up and this is shared with parents to inform them of the needs that have been identified and to discuss ways of addressing them. This may sometimes involve a referral to outside agencies such as the Speech and Language Therapy Service (SALT), the Special Educational Needs Specialist Service (SENSS) or the County Psychological Service, which will be discussed with parents to ensure their full agreement.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school. Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs an individual learning plan will be set up and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents / carers **will** be informed that special educational provision is being made.

### **Evaluating the effectiveness of provision for pupils with SEND.**

At the beginning of the Autumn term, the SEND Leader meets with each of the class teachers to discuss any children that teachers have identified as raising concerns with their learning and progress. A plan of action is agreed for each child.

Outcomes have included; further focused differentiation in class learning, additional small group learning provided by the class teacher or teaching assistant, referral from the SEND leader for further assessment from special needs teachers, or for speech and language support.

Children with in-school support will have an **Individual Learning or Behaviour Plan**, with targets that are reviewed every term, and up-dated, as appropriate.

Some will have an **Individual Support Plan**, for children who need more focused targets with smaller steps. This will be reviewed termly, with targets up-dated, as appropriate.

Children with an EHC Plan have an Individual Support Plan, with short-term targets drawn from their EHC Plan, along with 'next steps' from their Early Years curriculum or National Curriculum objectives.

Children's progress is tracked and analysed at the end of each half term.

Progress of children with a SENSS programme is reviewed by SENSS and SENCO every 6 months. Progress with Reading Accuracy, Reading Rate, Reading Comprehension and Spelling is assessed and Learning Programme targets are then up-dated.

Children with an Education, Health and Care Plan (EHCP) will have an Annual Review each year, based on the date of when the Final Plan was completed. This will follow the Person Centred Review format, as advised in the SEND Code of Practice.

### **The school's approach to teaching pupils with SEND.**

When planning their work, teachers take into account the abilities of all of their children and tailor teaching and learning to the individual needs of their pupils using a personalised learning mentoring system. The National Curriculum and the EYFS intended outcomes are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- working in partnership with parents and other agencies.

Our curriculum is enriched to provide pupils with quality, real life experiences and we are committed to ensuring that all children are fully included. All lessons are suitably adapted and staff employ a variety of teaching and learning styles. Staff work closely with the Headteacher and SENCo to track progress, set targets, and evaluate the impact of intervention programmes. Additional support is provided by our team of support staff. It is an important focus of Teaching and Learning across the school to make our classrooms accessible for ALL learners. This means that strategies suggested for children with SEND will often be used for all children so that everyone can be included and benefit from them.

## **How the school adapts the curriculum and learning environment for pupils with SEND?**

Any child who presents a need will be able to access assessment and support if it is required. It is the class teacher's responsibility to provide learning activities that are adapted to ensure that they are appropriate for all children in the class and to use available adults to support groups during writing, reading and maths activities. It is also important that children learn to be as independent as possible from supporting adults.

Each class team is always aware of individual children with any additional needs including emotional and social issues.

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child will have the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs. Any medical requirements will be taken into account (such as use of inhalers), with an adult responsible for administering these as required. Any needs or requirements can be discussed with the trip leader in advance and the appropriate plans put in place.

## **We are able to offer the following types of support for children with SEND:**

Quality-first teaching

Appropriate and targeted differentiation, according to individual need

Daily/Weekly extra Individual reading with TA/Teacher

Small group maths support

Additional Phonics (Little Wandle)

ELSA support

School Nurse

Small group fine motor activities

Small group handwriting activities

SENSS Programme

Speech & Language Programme from SALT with TA

## **How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.**

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child has the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs.

Any medical requirements are taken into account, such as use of inhalers, with an adult responsible for administering these.

Any needs or requirements are discussed with the trip leader in advance, and the appropriate plans are put in place.

More detailed arrangements are outlined in the school's Accessibility Plan and the policy for 'Supporting Pupils with Medical Conditions'.

Winterbourne Valley CE VA First School plans, over time, to increase the accessibility of all provision for all pupils, visitors and staff to the school.

The Accessibility Plan has highlighted actions to:

- Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits.
- Further improve access to the physical environment of the school.
- Ensure that written information to pupils, staff, parents and visitors is available in a variety of formats and languages, wherever necessary.
- Training and professional development for all staff to increase knowledge of children with SEND and additional needs.

### **Support that is available for improving the social emotional and mental health of pupils with special educational needs.**

It is our aim at Winterbourne Valley CE VA First School that all children should feel safe, secure and nurtured. Our SCARF Personal, Social and Health Education programme is delivered weekly. This provides the children with the opportunity to consider and discuss issues surrounding topics such as: Safety, Caring, Achievement, Resilience and Friendship.

In addition, staff constantly monitor the well being of all children so that they can be aware of any individuals who may need further social and emotional support. We provide ELSA intervention, as necessary, which focuses on a variety of needs, such as improving social skills and interaction, raising self-esteem and confidence or providing an opportunity to share anxieties.

The school can also make a referral to the Child and Adolescent Mental Health Services (CAMHS) after discussion with, and agreement of, parents.

**Name and contact details of SEND Leader:** Emma Sleighholme

Contact: [office@winterbournevalley.dorset.sch.uk](mailto:office@winterbournevalley.dorset.sch.uk) who will pass on your concern.

**Information about the expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.**

An audit of staff expertise in SEND is undertaken annually.

Relevant training and Professional Development are provided according to current needs in the school.

Knowledge and expertise is often up-dated in staff meetings and in-service training sessions. The school may arrange for specialist professionals to provide up-dates about the latest requirements and approaches which teachers can use in their classroom teaching.

The SEND Leader has completed a level 2 certificate in Special Educational Needs and Disability. She attends courses on issues relating to children with SEND and passes on information and advice to the rest of the staff during staff meetings, in-service training and meetings with individual teachers. She also visits classrooms during learning sessions to see the children in their learning environment and provide ideas and support with activities and strategies.

Members of our Intervention teaching staff have also attended courses and learning programmes to up-date and develop their knowledge.

Mrs Tyler completed her ELSA (Emotional Literacy Support Assistant) training in 2021

Miss Reeves has completed 1st class @ Number training

Specialist expertise is engaged from external services, as required:

This may include:

- the Educational Psychology Service
- the Occupational Therapy Service
- Dorset SEND Service
- Speech and Language Therapy Service,
- Community Paediatrics
- the Dorset Virtual School
- Education and Early Help Hub
- Child and Adolescent Mental Health Services

This year, referrals have been made to the Speech and Language Therapy Service, SENSS, Educational Psychology service and Community Paediatrics, Education and Early Help Hub.

Staff have accessed training in:

- Understanding Autism

- Dyslexia training
- Being Sensory Aware and Responsive
- Reaching the Angry and Aggressive Child
- Team Teach – de-escalation strategies
- STEPs Therapeutic Behaviour approach
- Trauma Informed Schools

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school consults with the Physiotherapy and Occupational Therapy Services regarding any equipment that may be needed to support children with their physical and learning needs.

ICT referrals can also be made to Local Authority, as required.

**The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

The school has Parent Consultation evenings scheduled for the Autumn and Spring terms where parents can discuss their child's progress and any concerns and future learning needs. Class teachers will produce an Individual Learning Plan, Individual Behaviour Plan or Individual Support Plan which will detail any extra provision that has been put in place for your child, and there will be an opportunity to discuss this during the meeting.

However, teachers are always happy to arrange a mutually convenient time to discuss any concerns that you might have about your child's progress in addition to these set times.

An appointment can be made by contacting the Office by e-mail or phone ([www.winterbournevalley.dorset.sch.uk](http://www.winterbournevalley.dorset.sch.uk) or 01305 889297)

The SEND Leader also meets parents regularly and can arrange extra appointments, as necessary.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Children with an EHC Plan will take part in their annual Person Centred Review. With the support of their 1:1 TA, they will complete a Child Contribution questionnaire which will be discussed in the Review and submitted with the paperwork.

Children will also have the opportunity to make their own comments during the review with the support of their parents or TA.

Children with Individual Behaviour, Support or Learning plans are involved in the reviewing of targets through a discussion with their class teacher about how far they feel they have got towards meeting the targets set.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

### **Informal Complaints**

The school takes any concerns or informal complaints very seriously. The school will endeavour to resolve issues informally wherever possible to prevent matters escalating to the formal procedure. If you would like to raise concerns, please start by telling the class teacher about your concern. This is usually the best and quickest way of resolving issues.

It is recommended that you speak to the class teacher as soon as possible, as this will give all parties the opportunity to discuss your concerns.

The purpose of this discussion should be to establish the issues and to seek a realistic resolution, if possible.

### **Formal Complaints Procedure - overview**

If it is not possible to resolve the complaint informally, the complainant should be advised to make a formal complaint.

There are three stages to this procedure:

Stage 1 – Complaint heard by the Headteacher

Stage 2 – Complaint heard by Chair of Governors

Stage 3 – Complaint heard by Governing Body Review Panel

### **How to make a complaint:**

Formal complaints should be made in the first instance to Mrs Emma Sleighholme, the Headteacher and School Complaints Co-ordinator at the school.

A complaint can be made in person, in writing or by telephone, and you will be asked to complete a complaints form. The Headteacher will record the date the complaint is received and will acknowledge in writing (letter or e-mail) receipt of the complaint within 3 school days.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The **Governing Body** assumes the duty of monitoring the effectiveness of SEND provision within the school, in consultation with the SEND Leader and the Headteacher.

They also assist in the effective allocation of funds and ensure that SEND provision gives value for money.

Since 2017, the school has welcomed the support and expertise of a variety of agencies and organisations.

The **Educational Psychology Service** has been involved in providing professional advice to support an Education Health and Care Plan Needs Assessment request.

The school has continued to access support from the **Speech and Language Therapy Service**, with 5 children following a Speech and Language programme delivered in school.

The school has also continued to utilise the expertise and advice from the **Special Educational Needs Specialist Service (SENSS)**.

The school has taken advice from **Behaviour Specialist Teacher** Madeleine Preston. A Sensory Profile has been carried out for one child.

The school also continues to liaise with **Social Services** as required.

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

## **Speech and Language Therapy Service:**

The Children's Centre,  
Damer's Road,  
DORCHESTER,  
Dorset,  
DT1 2LB

## Occupational Therapy Service:

Children's Therapy,  
Dorset County Hospital NHS Foundation Trust,  
Dammers Road,  
DORCHESTER,  
Dorset,  
DT1 2LB

## **Physiotherapy Service:**

Children's Therapy,  
Dorset County Hospital NHS Foundation Trust,  
Dammers Road,  
DORCHESTER,  
Dorset,  
DT1 2LB

**School Nurse:** please contact the School Office on 01305 889297.

**Child and Adolescent Mental Health Services (CAMHS):**

Dorchester Children's Centre,  
Damers Road,  
DORCHESTER,  
Dorset,  
DT1 2LB

Tel: 01305 255705

**Early Intervention Service:**

30 Maiden Castle Road,  
DORCHESTER,  
DT1 2ER  
Bridport and Dorchester: 01305 214500  
Weymouth and Portland: 01305 21400

**Education and Early Help**

dorchesterlocality@dorsetcouncil.gov.uk  
Tel: 01305224220

**County Psychology Service:**

Please talk to the Special Educational Needs and Disability Leader (SEND Leader) of your child's school about your concerns. Schools and settings have the expertise to meet the needs of the majority of children and young people. If your child's needs are complex, the school's SEND Leader can discuss with you the possibility of involving an EP.

**SEND Information, Advice and Support Service (SENDIASS)**

dorset.sendiass@family-action.org.uk  
Telephone: 01305 595477

**Family Information Outreach Team**

e-mail: [familyinfo@dorsetcc.gov.uk](mailto:familyinfo@dorsetcc.gov.uk)  
Tel: 01305 221066

**Rose Road Association**

Website: <http://www.roseroad.org.uk>  
e-mail: [askus@roseroad.org.uk](mailto:askus@roseroad.org.uk)  
Tel: 02380 721234

**Global Mediation- Special Educational Needs**

Website:

<http://www.globalmediation.co.uk/our-services/education/special-education-needs>

e-mail: [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)

Tel: 0800 064 4488

**The school's arrangements for supporting pupils with SEN in a transfer between phases of education or in preparation for adulthood and independent living.**

If your child moves to another setting, we will liaise with their new setting verbally and inform them about your child's needs and provision.

We will make sure that we pass on all documentation relating to your child and inform any relevant outside agencies about the move.

When your child moves to a new phase/school within their current school system (eg. from First to Middle school), the class teacher and the SEND Leader will meet with your child's future class teacher and SEND team to discuss your child's needs so that the necessary provision can be put in place. Your child will also have regular contact with the Middle School liaison contact to help them become familiar and secure with their new setting. They will have several opportunities to visit their new setting before they transfer.

**Information on where the local authority's local offer is published.**

The school's Local Offer is published on the school website:

[www.winterbournevalley.dorset.sch.uk](http://www.winterbournevalley.dorset.sch.uk) and on the [Family Information Directory](#).

Click here to view [Dorset's Local Offer - Dorset Council](#)

